

Reading - Grade 4		
Item	Performance Indicator	Standard
1	Attends to another person demonstrating a procedure.	Standard 1: Students construct meaning as they comprehend, interpret, and respond to what they read.
2	Anticipates the beginning of a literacy activity.	Standard 1: Students construct meaning as they comprehend, interpret, and respond to what they read.
3	Responds to own name presented via any communicative modality.	Standard 1: Students construct meaning as they comprehend, interpret, and respond to what they read.
4	Attends to literacy materials.	Standard 1: Students construct meaning as they comprehend, interpret, and respond to what they read.
5	Follows directions that contain verbs (point to/look at/pick up).	Standard 1: Students construct meaning as they comprehend, interpret, and respond to what they read.
6	Responds to yes/no questions about information in print and nonprint materials.	Standard 5: Students gather, analyze, synthesize, and evaluate information from a variety of sources, and communicate their findings in ways appropriate for their purposes and audiences.
7	Previews/explores resource materials.	Standard 1: Students construct meaning as they comprehend, interpret, and respond to what they read.
8	Identifies appropriate resource to gain specific information.	Standard 1: Students construct meaning as they comprehend, interpret, and respond to what they read.
9	Selects literacy materials/books by character.	Standard 1: Students construct meaning as they comprehend, interpret, and respond to what they read.
10	Displays knowledge of front/back, right side up, page turning, and scanning when exploring literacy material.	Standard 2: Students apply a range of skills and strategies to read.
11	Attends to pictures/symbols/objects when presented.	Standard 1: Students construct meaning as they comprehend, interpret, and respond to what they read.
12	Uses auditory, visual, or tactile scanning to maintain place and follow along.	Standard 2: Students apply a range of skills and strategies to read.
13	Rereads (requests or goes back a page, hit switch to rewind, etc.) to gain understanding.	Standard 2: Students apply a range of skills and strategies to read.
14	Requests assistance in understanding unfamiliar words/pictures/symbols/objects.	Standard 2: Students apply a range of skills and strategies to read.
15	Identifies a word/picture/symbol/object that is new and unfamiliar.	Standard 2: Students apply a range of skills and strategies to read.
16	Attends to literacy materials from beginning to end.	Standard 1: Students construct meaning as they comprehend, interpret, and respond to what they read.
17	Answers "who" questions about a character in the story (using spoken words, pictures/symbols/objects or communication devices).	Standard 2: Students apply a range of skills and strategies to read.
18	Answers "what" questions about an event or object in story.	Standard 2: Students apply a range of skills and strategies to read.

19	Answers "where" questions about the place in story.	Standard 2: Students apply a range of skills and strategies to read.
20	Identifies supporting details from an expository reading/literary selection.	Standard 2: Students apply a range of skills and strategies to read.
21	Uses unfamiliar words/pictures/symbols/objects to communicate an unfamiliar message.	Standard 2: Students apply a range of skills and strategies to read.
22	Uses various print and nonprint sources to produce graphic representation or complete a task.	Standard 4: Students select, read, and respond to print and nonprint material for a variety of purposes.
23	Communicates to others the main idea of literacy materials.	Standard 1: Students construct meaning as they comprehend, interpret, and respond to what they read.